



Headteacher Report to Governors

SUMMER 2025

Marie Ziane
BECONTREE PRIMARY SCHOOL

Headteacher Report to Governors 2024-25

Key contextual information related to pupils

Contextual	Behaviour	Special Needs	Safeguarding	Staffing
FSM – Free School Meals	BCF – Behaviour Contact File	SEND – Special Educational Needs and Disabilities	CP – Child Protection	SLT – Strategic Leadership Team DHT – Deputy Headteacher
Ever 6 – children who have had access to Free School Meals in the last 6 years	SEMH – Social, Emotional and Mental Health	C and L – Communication and Language Needs	CiN – Child in Need	LMT – Leadership and Management Team
EAL – English as an Additional Language		S and P - Sensory and processing difficulties	EH - Early Help (Early Help Worker supporting the family in the family home)	PPA time – Time provided for teachers for Planning, Preparation and Assessment
PA – Persistent Absentee		Complex Needs – Range of difficulties but no diagnosis yet.	CLA – Looked After Children	NNEB – Nursery Nurse
SDP – School Development Plan		HI – Hearing Impairment	MARF – Multi Assessment Referral Form	LSA – Learning Support Assistant SLSA – Specialist Learning Support Assistant
WOWGR - White Other/White Gypsy Roma		EHCP – Education and Health Care Plan	CME – Children Missing in Education	MDA – Midday Assistant
Vulnerable Pupils – children who need protection or children of families who need support due to external factors		ASC – Autistic Spectrum Condition	CCA – child on child abuse	UPS – Upper Pay Spine
			FGM – female genital mutilation	HR – Human Resources
			SGO - special guardianship order	PSA – Parent Support Adviser
			CAO - child arrangement order	
			CWSW - children with a social worker	
			EverCIN 6+ - children who have previously had a social worker with the last 6 years.	

Headteacher Report to Governors 2024-25

Key contextual information related to pupils

Key information	Autumn Term 2024						Spring Term 2025						Summer Term 2025					
Roll																		
School Roll Number: 484	Year Group	Total	Boys	Girls	Starters/Leavers		Year Group	Total	Boys	Girls	Starters/Leavers		Year Group	Total	Boys	Girls	Starters/Leavers	
	Overall	467	245	222	77	14	Overall	467	244	223	10	7	Overall	467	244	223	1	1
	N	37	21	16	31	2	N	35	20	15	1	1	N	35	20	15	0	0
FSM End of Year 2023/24	R	61	37	24	29	2	R	61	27	24	0	0	R	61	37	24	0	0
	Y1	61	30	31	3	1	Y1	61	30	31	1	1	Y1	60	30	30	0	1
	Y2	62	33	29	2	1	Y2	62	33	29	2	1	Y2	62	33	29	0	0
	Y3	65	37	28	4	3	Y3	65	37	28	1	1	Y3	65	37	28	0	0
National: 24.6% (increased from 23.8%)	Y4	62	34	28	2	1	Y4	62	33	29	1	1	Y4	62	33	29	0	0
	Y5	58	28	30	3	3	Y5	59	28	31	2	1	Y5	60	28	32	1	0
	Y6	61	25	36	3	1	Y6	62	26	36	2	1	Y6	62	26	36	0	0
School: 28%	ARP	13	9	4	2	0	ARP	13	9	4	0	0	ARP	13	9	4	0	0
	%FSM	26.7					%FSM	28.2					FSM	28.9				
	% Ever 6	26.5 (1 new)					% Ever 6	28.2					% Ever 6	28.7				
Vulnerable Pupils/Families	We have referred 8 families to the Family Navigator service. Areas of support include financial, housing, behaviour/routines at home as well as ensuring children with complex needs are accessing all services available to them. This is a similar number to that reported in the summer term 2024. We continue to see an increase in the number of families seeking support from our PSA. Jackie is currently supporting around 20 families around attendance, food banks. There is also an increase in the number of parents/carers presenting as anxious/stressed. We have seen a percentage decrease in FSM which goes against the national upward trend. We had a high number of children who left in Year 6 last year and numbers seem lower in the current reception year. We continue to promote this with all parents/carers on admission and throughout the year in case any changes in circumstances impact on status.						We have referred a further 6 families to the Family Navigator service. Areas of support include financial, housing and behaviour/routines at home. As part of this support, we have also referred two families to the Homes and Money Hub service and to food banks. We are continuing to see an increase in the number of families accessing support from our Parent Support Advisor. Main issues, are around attendance, mental health and accessing food banks.						We have referred a further 5 families to the Family Navigator service this term. Areas of support include: supporting parents with children with ASC in the family home, financial, homelessness, supporting children with medical needs. These referrals have generally come about due to the family's being discharged from other services, but they are still requiring support to meet their child's needs.					

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Ethnicity Significant Groups	Ethnicity				Ethnicity				Ethnicity			
	Ethnicity	Boys	Girls	Total (%)	Ethnicity	Boys	Girls	Total (%)	Ethnicity	Boys	Girls	Total (%)
	White British	45	42	18.6	White British	45	42	18.6	White British	45	42	87
	White Other	40	36	16.3	WO/WGR	43	39	17.6	WO/WGR	40	36	76
	Bangladeshi	39	33	15.4	Bangladeshi	40	33	15.6	Bangladeshi	40	33	73
	Pakistani	40	34	15.8	Pakistani	42	34	16.2	Pakistani	42	34	76
	Asian Indian	19	18	7.9	Asian Indian	19	18	7.9	Black African	22	20	42
	Black African	25	20	9.6	Black African	22	20	8.99	Asian Indian	19	18	37
EAL/ Languages Spoken EAL End of Year 2023/24 School: 56% National: 20.8%	EAL: 54%				EAL: 54%				EAL: 54%			
	Language	Boys	Girls	Total (%)	Language *	Boys	Girls	Total (%)	Language	Boys	Girls	Total (%)
	English	110	103	46%	English	111	104	46%	English	111	103	46%
	Bengali	26	27	11%	Bengali	26	27	11%	Bengali	26	27	11%
	Urdu	26	23	10.5%	Urdu	26	22	10%	Urdu	25	23	10%
	Romanian	21	18	8.4%	Romanian	21	18	8.4%	Romanian	21	18	8.4%
	Punjabi	14	11	5.4%	Punjabi	14	11	5.4%	Punjabi	15	11	5.6%
Commentary	The ARP has one additional pupil as the LA placed an additional child with us. The same 6 ethnic groups make up the majority of our school population, however, we have seen a small increase in black African pupils making them the 5th largest group above Asian Indian. Although percentage of EAL pupils remains similar to last year, we are seeing an increasing number of children admitted to school at the early stages of English language acquisition. We are currently reviewing our provision in this area to ensure all children who require support are able to access it.				Pupil numbers remain stable. Numbers for next year's Nursery are currently at 38, which is higher than at this time last year. Home visits were carried out last week and the Nursery Readiness project will take place in June and July. Following promotion of FSMs, we have seen an increase in the percentage uptake this term. Local auto-enrolment systems do not seem to be operating effectively and potentially impacting on numbers. This has been raised by headteachers with the LA.				Pupil numbers remain stable and pupil numbers for nursery for 25/26 are currently at 25 (a.m.) and 19 (p.m.); an increase from this year. Home visits are all completed and Nursery Readiness sessions nearly complete, too (see detailed information below) We have been targeting families to sign up to receive Pupil Premium. 320 forms have been completed to date, with 18 submitted this term. 3 of the 18 submitted were successful. It is a lot of work and an automated system would be much more effective. We have been told that this system is in operation in LBD but we have not seen evidence of this yet. A colourful flyer has been made which draws attention to the benefits of FSM status. It was shared with new Reception families and will be given out to all new families, and with update forms for all other families. It is also being given to packed lunch children to increase meal uptake.			

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Key information	Autumn Term 2024	Spring Term 2025	Summer Term 2025															
Attendance End of Year 2023/24 School: 93.66% National: 92.8%	4.9.2024-2.12.2024		4.9.2024-1.7.2025															
	Overall %	94.48 (95.1% in 2023)	Overall %	94.02 (94.77% in 2024)	Overall %	93.94												
	Reception	89.04	Reception	88.71	Reception	89.70												
	Year 1	94.30	Year 1	93.65	Year 1	93.90												
	Year 2	94.46	Year 2	93.95	Year 2	93.14												
	Year 3	94.14	Year 3	94.10	Year 3	93.82												
	Year 4	97.29	Year 4	96.95	Year 4	96.51												
	Year 5	96.54	Year 5	95.83	Year 5	95.74												
	Year 6	95.18	Year 6	94.72	Year 6	94.65												
	ARP	89.57	ARP	88.46	ARP	86.81												
	FSM	93.74	FSM	93.13	FSM	92.75												
	SEND (inc EHCP)	92.40	SEND (inc EHCPs)	91.33	SEND (inc EHCPs)	91.23												
	PA (Y1 – Y6)	46	PA	53	PA	48												
	CME	0	CME	0	CME	0												
	CWSW	99.38	CWSW	95.85	CWSW	95.32												
EverCIN +6	96.06	EverCIN +6	94.84	EverCIN +6	95.01													
Behaviour and Safety Exclusions for 2023/24: School – 0 National 2023/24 –0.05	Suspensions/Expulsions 0		Suspensions/Expulsions 0		Suspensions/Expulsions 0													
	Internal Suspensions 0		Internal Suspensions 0		Internal Suspensions 2													
	Number of RED incidents 16		Number of RED incidents 23		Number of RED incidents 16													
	Accessing SEMH intervention 46		Accessing SEMH intervention 43		Accessing SEMH intervention 54													
	Discrimination incidents 4		Discrimination incidents 6		Discrimination incidents 6													
	Searching and Confiscation Incidents 0		Searching and Confiscation Incidents 0		Searching and Confiscation Incidents 0													
SEND National 2023/24: SEND – 13.6 EHCP – 4.8 School (July 24) SEND – 16% EHCP –4.6%	Total SEND: 18% (82 chn) 22% (104 chn inc. M)					Total SEND: 18% (83 chn) 25% (115 chn inc. M)					Total SEND: 19% (90 chn) 25% (116 chn inc. M)							
	EHCP		School Support		Monitoring	EHCP		School Support		Monitoring	EHCP		School Support		Monitoring			
	27 (6%)		55 (12%)		22	29 (6%)		54 (12%)		32 (7%)	29 (6%)		61 (13%)		26 (6%)			
	*tables below include monitoring children					*tables below include monitoring children					*tables below include monitoring children							
	C & L	SEMH	ASC/Comp Needs	HI	S & P	C & L	SEMH	ASC/Comp Needs	HI	S & P	C & L	SEMH	ASC/Comp Needs	HI	S & P			
	85*	15	39	0	4	91*	20	39	0	4	93*	19	41	0	4			
	*This includes the 39 ASC children					*This includes the 39 ASC children												
	EYFS		KS1		KS2	ARP	EYFS		KS1		KS2	ARP	EYFS		KS1		KS2	ARP
	21		25		45	13	24		33		45	13	25		33		45	13

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Safeguarding Cases	<table><tr><th>CP</th><th>CiN</th><th>EH</th><th>CLA</th><th>EverCIN 6+</th></tr><tr><td>3</td><td>0</td><td>3</td><td>0</td><td>27</td></tr><tr><td>MARF</td><td>FGM</td><td>CCA</td><td>SGO</td><td>CAO</td></tr><tr><td>1</td><td>0</td><td>0</td><td>2</td><td>1</td></tr><tr><td>Adopted</td><td></td><td></td><td></td><td></td></tr><tr><td>2</td><td></td><td></td><td></td><td></td></tr></table> Please refer to DSL Safeguarding Landscape for full details of all safeguarding activity, including causes for concern.	CP	CiN	EH	CLA	EverCIN 6+	3	0	3	0	27	MARF	FGM	CCA	SGO	CAO	1	0	0	2	1	Adopted					2					<table><tr><th>CP</th><th>CiN</th><th>EH</th><th>CLA</th><th>EverCIN 6+</th></tr><tr><td>2</td><td>2</td><td>2</td><td>0</td><td>26</td></tr><tr><td>MARF</td><td>FGM</td><td>CCA</td><td>SGO</td><td>CAO</td></tr><tr><td>3</td><td>0</td><td>3</td><td>2</td><td>1</td></tr><tr><td>Adopted</td><td></td><td></td><td></td><td></td></tr><tr><td>2</td><td></td><td></td><td></td><td></td></tr></table> Please refer to DSL Safeguarding Landscape for full details of all safeguarding activity, including causes for concern.	CP	CiN	EH	CLA	EverCIN 6+	2	2	2	0	26	MARF	FGM	CCA	SGO	CAO	3	0	3	2	1	Adopted					2					<table><tr><th>CP</th><th>CiN</th><th>EH</th><th>CLA</th><th>EverCIN 6+</th></tr><tr><td>1</td><td>5</td><td>3</td><td>0</td><td>26</td></tr><tr><td>MARF</td><td>FGM</td><td>CCA</td><td>SGO</td><td>CAO</td></tr><tr><td>0</td><td>0</td><td>5</td><td>2</td><td>1</td></tr><tr><td>Adopted</td><td></td><td></td><td></td><td></td></tr><tr><td>2</td><td></td><td></td><td></td><td></td></tr></table> Please refer to DSL Safeguarding Landscape for full details of all safeguarding activity, including causes for concern.	CP	CiN	EH	CLA	EverCIN 6+	1	5	3	0	26	MARF	FGM	CCA	SGO	CAO	0	0	5	2	1	Adopted					2				
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Commentary	Attendance We have implemented the new DfE Working Together to Improve School Attendance and have informed parents of the new fixed penalty amounts. However, we have still seen a lot of exceptional circumstances requests since September, with 27 children (18 families) missing out on education during term time. The majority of these have resulted in a fixed penalty notice. However, we have seen a number of children under 5 being absent which means that a fixed penalty notice cannot be issued. SEND We have seen an increase in the number of children who require an EHCP, particularly, children new to the school who have started in Reception in September. There has also been an increase in the number of children accessing support for SEMH needs. This includes specific interventions as well as lunchtime support. For some children we have accessed a Thrive practitioner and our reception class teacher has attended a Thrive behaviour course. As part of the School Improvement Plan, we are reviewing our SEMH provision/approaches in response to increasing needs in this area. Communication and Language/Oracy is still a priority area and we continue to support children via Words First, Bespoke Interventions, e.g., Living Language, Speech Link, collaborative learning, teaching tier 2 vocabulary, sentence stems etc as part of our Quality first Teaching offer. Safeguarding	Attendance We are continuing to see an increase in the number of parents/carers requesting leave for exceptional circumstances. This term, we have had 9 requests so far, with 3 of these children under the age of 5 so a fixed penalty notice cannot be issued. The others have been issued with a fixed penalty notice. We have also raised 3 children with our Education Inclusion Partner due to ongoing and significant concerns around their attendance and parents not engaging with the support school has put in place to raise the attendance. These cases will likely lead to court proceedings. Attendance percentage in these classes, without these children would be: Reception: 89.70% Year 3: 94.45% ARP: 91.96% SEND We have seen an increase in the number of children being monitored as part of SEND processes. This is due to teachers raising concerns for children who are presenting with Communication and Language difficulties. We are continuing to provide the following interventions to support this area: Access to SALT via Words First, Bespoke Interventions, e.g., Living Language, Speech Link, collaborative learning, teaching tier 2 vocabulary, sentence stems etc as part of our Quality first Teaching offer. Safeguarding	Attendance Although we are continuing to see an increase in exceptional circumstance requests, our DfE attendance report (from Summer 24 to Summer 25) places us 12th out of 21 similar schools. Our PA number is greater than similar schools by 0.8%. We seem to have a number of children in EYFS who appear to have repeated illnesses. We have been working with the school nurse to address this by offering support to parents on how to deal with minor illnesses. We have also worked in partnership with Henry Green to share current strategies and to see if there are any further developments that we can implement to raise attendance. Currently, our attendance % is greater than Henry Green and they are experiencing similar issues regarding illness in EYFS and exceptional circumstance requests. We have continued to raise 3 cases with our Education Inclusion Partner and one case is going to court shortly. The other two parents have been fined. The overall attendance percentage in these classes, without these children would be: Reception: 90.57% Year 3: 94.26% ARP: 91.43% Safeguarding We have seen an increase in the number of CIN cases this term. These are due to issues that have been raised by other professionals when they have visited the family home or concerns regarding older siblings in Secondary Schools.																																																																																										

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	It is very interesting that the three children subject to a CP Plan (2 families) are new to the school, the country or another LA.	Discrimination- 5 of the incidents were linked to homophobic language being used by children at lunchtime. All of these children are in year 3. We have spoken to the children and the class teachers have used a PSHE lesson to address this. We will continue to monitor this as part of our safeguarding procedures. MARFs- all 3 MARFs were for children in KS2. All three of them are currently in the assessment phase to see if a threshold is reached.	Further information regarding Cause for Concerns and discrimination incidents can be found in the DSL Safeguarding Report. SEND A rise in the number of children accessing SEMH interventions this term is due mainly to children expressing anxiety about transitioning to secondary school. These children are currently being supported via the school counsellor or Hot Heads (previously known as Move Up).
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Key contextual information related to staffing

Key information	Autumn Term 2024	Spring Term 2025	Summer Term 2025																																																																																																
Numbers	Total Number of Roles: 81 (excluding agency)	Total Number of Roles: 79 (excluding agency)	Total Number of Roles: 81 (excluding agency)																																																																																																
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Organisation and Deployment	The school's leadership accountability structure remains the same as last year in the main. Due to the number of children in EYFS with high needs governors will recall that due to low numbers on roll in nursery, we made the decision to run a mainstream nursery class with 34 children and an intervention space in the afternoons for children with high needs in nursery and reception. Early indications are that this decision is the right one, allowing us to provide high quality education for ALL children. Both reception classes have additional adult support each morning and one reception class also has additional support in the afternoon.	In addition to the above long-term roles, we also have a couple of temporary LSA roles, providing support to children with complex and high needs in EYFS. There are no significant changes to the organisation and deployment of staff to report since last term.	There are no significant changes to the organisation and deployment of staff to report. Following the retirement of some staff last half term along with resignations received for September, we have reviewed our staffing structure and roles and responsibilities within it to ensure we are able to meet the needs of ALL children as effectively as possible next academic year. Class teachers have been allocated for next year; we have one vacancy that will hopefully be filled by an agency teacher. Plans for the deployment of support staff will be finalised following interviews that are taking place for two LSA roles and one SLSA position on 7.7.25.																																																																																																
Recruitment and Retention,	Due to staff absences, we have used some of our MDA staff to support teaching and learning during the school	Since the last FGB meeting, two SLSAs and a MDA have resigned. One of those vacancies has been filled with a	We have received two resignations since the last meeting; one class teacher and one SLSA. Both																																																																																																

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Absence and Well-Being	day. This has provided staff with useful experience and professional development. Further detail and individual staff information will be discussed under confidential items at the meeting.	new LSA who joined the team recently. She has undergone induction and seems to have settled in to her new role, well. We are currently in discussions about the other SLSA role, which is currently being covered internally. MDA staff (and agency staff) continue to cover staff absences. Interviews took place for Relief MDAs in early March and we are working through the pre-employment checks now.	members of staff are moving out of the area. Details will be reported under confidential items. Recruitment of MDAs continues to be a priority, specifically around recruiting permanent members of staff following the retirement of two long-term staff last half term. Absence rates are shared at SFM Committee and any individual staff issues will be discussed under the confidential agenda.																																																																								
Performance	All appraisal reviews for teachers have been completed and salary letters issued. Detail will be discussed under confidential items at the meeting. Support staff appraisal meetings are currently underway and should be completed by the end of the Autumn term.	Staff continue to work on targets set and mid-year reviews will be held after the Easter break.	Probationary meetings are completed for all new staff. No significant issues to report. All new staff have settled in well to Becontree routines and expectations. Appraisal targets will be reviewed in the Autumn term As part of review and planning meetings.																																																																								
Partnerships, including complaints	Parent/Teacher Consultation Meetings <table><tr><th>Class</th><th>Attendance</th></tr><tr><td>ARP</td><td>100%</td></tr><tr><td>Zenden</td><td>100%</td></tr><tr><td>Nursery</td><td>95%</td></tr><tr><td>RA</td><td>100%</td></tr><tr><td>RH</td><td>100%</td></tr><tr><td>1D</td><td>98%</td></tr><tr><td>1L</td><td>98%</td></tr><tr><td>2G</td><td>100%</td></tr><tr><td>2D</td><td>89%</td></tr><tr><td>3B</td><td>93%</td></tr><tr><td>3D</td><td>97%</td></tr><tr><td>4WH</td><td>93%</td></tr><tr><td>4P</td><td>100%</td></tr><tr><td>5C</td><td>89%</td></tr><tr><td>5B</td><td>89%</td></tr><tr><td>6R</td><td>93%</td></tr><tr><td>6G</td><td>100%</td></tr></table>	Class	Attendance	ARP	100%	Zenden	100%	Nursery	95%	RA	100%	RH	100%	1D	98%	1L	98%	2G	100%	2D	89%	3B	93%	3D	97%	4WH	93%	4P	100%	5C	89%	5B	89%	6R	93%	6G	100%	Parent/Teacher Consultation Meetings <table><tr><th>Class</th><th>Attendance</th></tr><tr><td>ARP</td><td>92% (1 did not attend)</td></tr><tr><td>Zenden</td><td>90% (1 family abroad)</td></tr><tr><td>Nursery</td><td>100%</td></tr><tr><td>RA</td><td>100%</td></tr><tr><td>RH</td><td>90%</td></tr><tr><td>1D</td><td>100%</td></tr><tr><td>1L</td><td>100%</td></tr><tr><td>2G</td><td>97%</td></tr><tr><td>2D</td><td>100%</td></tr><tr><td>3B</td><td>93%</td></tr><tr><td>3D</td><td>97%</td></tr><tr><td>4WH</td><td>93%</td></tr><tr><td>4P</td><td>100%</td></tr><tr><td>5C</td><td>89%</td></tr><tr><td>5B</td><td>100%</td></tr><tr><td>6R</td><td>97%</td></tr><tr><td>6G</td><td>93%</td></tr></table>	Class	Attendance	ARP	92% (1 did not attend)	Zenden	90% (1 family abroad)	Nursery	100%	RA	100%	RH	90%	1D	100%	1L	100%	2G	97%	2D	100%	3B	93%	3D	97%	4WH	93%	4P	100%	5C	89%	5B	100%	6R	97%	6G	93%	We decided to trial a different approach to the delivery of writing workshops this term as attendance at previous workshops has been poor in the past. Parents were invited to join children in a session led by the writing lead. They did a practical activity of sandwich making, linked then to writing instructions. Writing Workshop attendance in Summer A, was: Year 1 36 Year 3 15 As this attendance is better than past sessions, we will set more of these up for next academic year but aim to do it sooner in the year and to include more year groups. Following successful reading café workshops in the Autumn term for Year 2-6, we have trialled these in Year 1 during this term. These have been very well received. Children have enjoyed sharing books with their parents/carers. 1L 18 parents attended 1D 15 parents attended Nursery Readiness and Induction to EYFS Following on from last year's Nursery Readiness project, PEEP sessions have continued for targeted nursery parents around Communication and
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Follow up phone calls offered more opportunities to meet to all non-attendees. Following that, letters were also sent home to all non-attendees to explain the importance of attendance/communication with the class teachers.

We are going to trial using an online booking system for the Spring term consultations through Primary Site, our school website provider.

Curriculum Workshops

Due to low attendance from parent/carers in previous years, we have looked at an alternative approach for some of the curriculum workshops/open-school events.

Reading Cafes were held in all year groups from year 2 – 6. Attendance was considerably better than in previous years with 106 parents overall attending.

A phonics meeting was held for year 1 and EYFS parents attended by 35 parents.

Maths workshops have been postponed to Spring A to allow us to have a workshop for every class which will include parents/carers engaging with their children in maths activities.

We are also considering a different format for writing meetings/workshops in Spring B.

Following on from the success of the Nursery Readiness Project last year, parent/carer attendance at on Independence Workshop was incredible, with virtually all nursery parents/carers attending. We hope this will continue during their time at the school. EYFS continue to hold parent/carer open mornings each half term, and these have been very well attended.

The ARP will have their first parent event in Autumn Term B. Some workshops have also been arranged for parents to promote the use of Makaton.

Adult Learning (in partnership with the Adult College)

ESOL classes continue to be held on site each Thursday morning. This term, we have planned several sessions for parents/carers for the Spring term, focused on well-being and managing stress. I can share more details at the

Teachers and office staff made calls and approached any parents not signed up and teachers offered follow up phone calls/meetings to all non-attendees in the days following the meetings.

The online booking system worked very well and parent feedback was very positive. Parents who have not attended have been sent letters to remind them of the importance of attendance and to encourage them to arrange a meeting with the class teacher as soon as possible.

During the consultation evenings, the school community was consulted about the upcoming centenary celebrations and asked for any suggestions to celebrate the event. These will be considered when we start pulling ideas together.

Attendance at the maths workshops was very good overall and a huge increase on attendance the year before.

Maths Workshop Attendance	
Year 1	30
Year 2	33
Year 3	25
Year 4	25
Year 5	19
Year 6	22

Attendance at the SATs meeting was lower than in previous years. Information was also shared via email and on the school website. All children received copies of the meeting notes and resources shared.

SATs Information Meeting Attendance	
Year 6	26

Language, routines, mealtimes and understanding and managing behaviour.

This year, we have altered the way the Nursery Readiness sessions have been run by dividing the cohort into two groups. Group 1 is being run more as a stay and play session where parents and children are engaging in practical activities in the classroom. These parents attend 3 sessions each. Group 2 are targeted parents who are following the PEEPs format. Currently we have, 25/29 parents attending the stay and play sessions and 12/14 attending the targeted PEEP sessions.

Stakeholder Engagement Strategy

Our Stakeholder Engagement Strategy has been shared with papers for this meeting. I would be interested in governor feedback at the meeting so that we can roll this out for implementation for September.

Cross Borough Alliance (CBA)

Previously known as the BCET, I am pleased to report that we are looking to formalise the work of this group to become the CBA through the development of a Memorandum of Understanding supported by Ekota Academy. Schools and local organisations are working together to create more joined-up approaches to local services that are provided to parents/carers. Our vision continues to involve a community celebration event in Goodmayes Park in June 2026.

Complaints/Concerns

All complaints/concerns are dealt with via our school complaints procedure. Staff being visible on the playground/at the gate each day ensures effective communication with parents/carers and reduces the number of written concerns/complaints we receive. Any significant complaints will be shared under confidential items, but there are none that have reached a threshold for Stage 2 of the complaints procedure.

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	meeting. Some sessions are for children and their parents/carers together. Becontree Community Engagement Team I am excited about the potential of this group working together to plan and deliver a large-scale community event in Goodmayes Park. Initial plans are underway to hold a community celebratory event in July 2025 or September 2025 with a range of organisations and two other local primary schools. Further details will be shared in due course. Reading Workshop Attendance Autumn B <table><tr><td>Year 2</td><td>37</td></tr><tr><td>Year 3</td><td>15</td></tr><tr><td>Year 4</td><td>29</td></tr><tr><td>Year 5</td><td>10</td></tr><tr><td>Year 6</td><td>16</td></tr></table>	Year 2	37	Year 3	15	Year 4	29	Year 5	10	Year 6	16	We are carrying out a consultation with parents/carers to gather their views about our current Behaviour and Attitudes Strategy. We have had 64 responses with all very positive comments made. The consultation ends on 21.3.2025 and findings and next steps will be shared at the QED meeting. We ran some PEEP sessions for targeted nursery parents around Communication and Language, Routines, Mealtimes and Understanding and Managing Behaviour, whilst initially the sessions were successful, as the weeks progressed, we saw a drop in the number of parents attending the sessions. On average, we had 4 parents each week. 13 parents were invited to attend. Adult College Our ESOL class is still running and we have around 8-10 learners who attend regularly. We've had some new children start in school and their parents are also attending ESOL which is very encouraging. Places will be advertised again for new parents to join after the Easter break. Many of our former learners are now enrolled in these classes, which is a positive outcome for us, as it shows they are making progress. Next term, we will be running a Family Numeracy Trial. This class is for Year 2 parents only and we have had approximately 10 parents sign up for the class. If at least 8 attends, the school will receive £500 as a thank you. Half of the weekly session is for parents and the second half for parents and their children. Uptake has been lower for some of the workshops we have advertised this term even though parents had requested the themes. However, we had a good response to our Indian Head Massage and 'Dealing With Stress' workshops which we combined and promoted to Year 6 parents. The aim of this class was to help parents understand how their children might be feeling before exams and the transition to secondary school, and guide them on how to provide support. The parents who attended this workshop said they really enjoyed it and feel they learnt a lot.	
Year 2	37												
Year 3	15												
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Year 5	10												
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		In terms of our decreasing numbers, Jackie has been speaking to parents to find out why there has been a lack of engagement at our workshops and the main response has been that it is due to changes in their personal lives. They are now either working, studying or caring for a baby and I believe this is also the reason we've seen a decline in support for our helping to plan and deliver other events. Becontree Community Engagement Team Plans are still underway to hold a large-scale community event in June 2026. The group meets half-termly to discuss plans. Complaints/Concerns All concerns/complaints received have been dealt with by school leaders. There are no outstanding complaints that need to be referred to Stage 2 of the Complaints procedure at this current time.	
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Leadership and Management

Actions taken since the last meeting, impact and next steps in relation to key priorities within the School Improvement Plan

Progress towards SIP priorities will continue to be discussed at the QED Committee meeting each term.

Draft SIP priorities for 2025/26 were circulated with papers for the meeting and will be discussed in more detail at the meeting.

Follow Up to Visit from the Secretary of State for Education

Interest has remained high in relation to our inclusive practice, following the visit made by Bridget Phillipson in December. A reporter and photographer from the Times visited school Wednesday 30th April 2025. The article was published in May. Please click on the link below.

<https://www.thetimes.com/article/73b8ca2d-4922-4ed4-b5cc-d72356a33abd?shareToken=ebc750c2ea5ab5893bd17dc949b48d67>

Building on this, Becontree have been asked to sit on an expert Advisory Panel funded by the DfE to research best practice in inclusion, specifically around Additional Resource Provisions. I have shared our experiences as part of an initial phone call and have also attended one meeting on Teams.



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Several local schools have visited to look at our practice, often recommended by the LA and/or BDSIP. In addition, we have welcomed visitors from further afield recently, including Brighton and West London.

New Library

The library is close to completion now with a handover date set for 8th August 2025. This will hopefully give us time to get much of the furniture and books in place, with final preparations made at the start of the Autumn term. I personally feel that it would be wonderful to officially open the library as part of our Centenary Celebrations.

Margo (Reading Lead) and the Reading Champions have been fully involved in making decisions about colour schemes and the organisation and layout the library; you can read more about their work in the Reading Newsletter that was sent out with this report. It is wonderful that a child has named the library and hopefully their design will be displayed on the glass of the main doors.

Becontree ARP

We are pleased to share with you that the ARP Quality Assurance Review took place on 18.6.2025. I am pleased to report that across the four areas that were assessed: Quality of Education, Leadership and Management, Personal Development and Behaviour and Attitudes, we were graded as 'exemplary' across the board. We are extremely proud of our achievement and are delighted that the dedication and hard work of the ARP staff has been recognised by an external professional/expert. The full report will hopefully be available at the meeting.

External support, challenge and validation

1. Work with our new School Improvement Partner

Work has continued this term in relation to leadership development with LMT. Some small changes have been made to how we work as a LMT to ensure we work as collaboratively as possible. Further discussions are taking place as part of our strategic planning morning on Wednesday 9th July about roles and responsibilities. James has also been part of strategic planning decisions for 2025/26 and we are hoping to keep him as our SIP next year to build on the work we have started with him and involve him more in the development of teaching and learning, specifically curriculum developments and adaptive teaching.

2. Partnership working with Ark Maths Mastery

As governors are aware, we are in the second year of implementation of the Ark Maths Mastery curriculum across the school. Our maths lead has worked closely with an Ark consultant over that two-year period. Please see outcome of most recent monitoring visit that was sent out with papers for this meeting. Next year, we hope to work closely with Five Elms Primary School to provide some external validation/quality assurance.

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3. *Coaching and Reflective Spaces for Leaders*

Scott Halliwell (HT at Southwood Primary) has continued to meet with subject leaders this year as part of his termly visits. Scott has reported that he feels that subject leads are well informed and are able to talk about the intent, implementation and impact of their subjects. We are looking to continue this work next year, with a focus on offering reflective spaces for some key SLSAs. I will continue to provide the same offer to leaders/staff at Southwood.

4. *Partnerships with other schools/organisations*

PACE headteachers continue to meet on a termly basis to plan and evaluate joint projects. EYFS leads continue to meet each half term and this year have developed some guidance for practitioners in language and communication (attention, listening and vocabulary/concepts). Inclusion leads also meet regularly to develop inclusive practices across all schools; this has included making visits to schools outside of LBBD to look at outstanding practice. Some of this work is feeding in to our SIP priorities for 2025/26. Writing standardisation sessions in Year 2, 4, 5 and 6 have been well-received this year, ensuring that teacher judgements are consistent across schools. Each school has a set of guidance to refer to in future years. School Business Managers meet as a group on a termly basis. This is useful to benchmark with other schools and ensure we are getting best value for money from services we purchase. Possible focus areas for next year, include: joint safeguarding audits, development of an AI strategy.

Calendar of Events

School newsletters continue to be emailed to all governors regularly; I hope you find them informative. Governors are reminded that they are welcome to attend any events as detailed in the Themes and Events Overview. End of Year events, include:

Tuesday 8th July 2025 Nursery Welcome Meeting 4.30 p.m.

Thursday 10th July 2025 **Reception Welcome Meeting** 9.00 a.m. – 9.30 a.m.

Friday 11th July 2025 **Whole School Aerial Photograph** taken for the Centenary Display 10.45 a.m.

Monday 14th July 2025 **Year 5 Guitar Performance** Time TBC

Tuesday 15th July 2025 **End of Term Awards Evening** 3.45 p.m. – 4.45 p.m.

Thursday 17th July 2025 **Reception Graduation Ceremonies** RA 9.15 a.m. – 9.45 a.m. and RH 2.15 p.m. – 2.45 p.m.

Year 6 Performance 6.00 p.m. – 7.30 p.m.

Friday 18th July 2025 **Cultural Day - Open-School** 2.30 p.m. – 3.30 p.m.

Confidential Items

Any items of a confidential nature will be shared verbally at the meeting.